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THE EXPERIMENTAL JUNIOR COLLEGE. (TITLE SUPPLIED).

BY- STICKLER, W. HUGH AND OTHERS

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DESCRIPTORS- *JUNIOR COLLEGES, *EXPERIMENTAL SCHOOLS, EXPERIMENTAL PROGRAMS, *CONFERENCE REPORTS, GUIDELINES, DEVELOPMENT, *INNOVATION, INSTRUCTIONAL INNOVATION, HIGHER EDUCATION, EDUCATIONAL PHILOSOPHY,

THREE MAJOR PAPERS WERE PRESENTED AT THE CONFERENCE--(1) W. HUGH STICKLER DEFINED AN EXPERIMENTAL COLLEGE AS AN INSTITUTION WHICH MANIFESTS PERSISTENT COMMITMENT TO A BELIEF THAT HIGHER EDUCATION CAN BE IMPROVED AND WHICH INNOVATES ON A CONTINUING BASIS TO ACHIEVE THAT IMPROVEMENT. HE DESCRIBED 26 CHARACTERISTICS OF EXPERIMENTAL COLLEGES, LISTED THE TYPES OF NEEDS WHICH SUCH COLLEGES CAN MEET, AND WARNED AGAINST THE DANGERS OF RETREATING TO COMPLACENCY OR TRADITION. (2) JOHN LOMBARDI DISCUSSED THE RELATIONSHIP OF EXPERIMENTATION TO SELF-MOTIVATED INSTRUCTORS, ADMINISTRATIVE SPONSORSHIP AND ENCOURAGEMENT, EXPERIMENTAL DIVISIONS, MULTICAMPUS DISTRICTS, REGIONAL LABORATORIES, INTERAGENCY COOPERATION, AND THE SPECIAL PROBLEMS OF LOW ABILITY STUDENTS. (3) IN DESCRIBING GUIDELINES FOR ESTABLISHING EXPERIMENTAL COLLEGES, B. LAMAR JOHNSON (A) EMPHASIZED DEFINITION OF PURPOSE, BUILDING A STRUCTURE, OPERATING THE STRUCTURE, AND EVALUATING THE OPERATION, AND (B) EMPHASIZED THE NEED FOR EXPERIMENTATION IN VOCATIONAL, AS WELL AS IN LIBERAL OR GENERAL, EDUCATION. THESE POSITION PAPERS WERE PRESENTED AT A SEMINAR ON THE EXPERIMENTAL JUNIOR COLLEGE (PALO ALTO, CALIFORNIA, FEBRUARY 24-25, 1967). (WO)

THE EXPERIMENTAL COLLEGE: PROGRESS, PROBLEMS, AND PROSPECT

Position Paper

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W. Hugh Stickler, Professor of Higher Education

Florida State University

THE EXPERIMENTAL COLLEGE: PROGRESS, PROBLEMS, AND PROSPECT

For upwards to half a century the United States has had experimental colleges. They began appearing soon after the first World War. By the end of the 1920's several of these institutions had been established. The number of experimental colleges has never been large, but their contributions have been substantial. As condiments, though small in quantity, enhance the tastes of foods, so experimental colleges, though small in number, add new dimensions to American higher education.

DEFINITION

What is an experimental college? There are many views on this subject and perhaps little would be gained by quibbling over definitions. It was Louis Armstrong, was it not, who said, "Man, if you have to ask what jazz is, you'll never get to know!" Perhaps the same observation applies to experimental colleges. In general, we know what we have in mind. Nevertheless, for the purposes of this paper I venture a definition of the term. An established experimental college is a college or university or a readily identifiable unit within a larger institution which manifests two characteristics: (1) it is persistently committed to the belief that the enterprise of higher education can be improved and (2) it innovates on a continuing basis in sustained efforts to achieve that improvement.

Let me elaborate a bit on the definition. Note that the institution is "persistently committed" to belief in the improvability of higher education. This is no one-shot affair. The commitment does not come and go; it is not turned on and off. It persists. It survives generations of presidents and other administrators, generations of faculty members, generations on generations of students--and the commitment still persists.

Note also that innovation is on a "continuing basis." It is not enough for an institution to make one or a few innovations, however good, and let it go at that. Then the innovation becomes a part of the tradition and the institution settles down to complacency. Such a college is only a "different" institution; it has not won its spurs as an experimental college. Rather an experimental

college by definition must be willing to change, to innovate, to grow, to improve on a long term basis.

ACHIEVEMENTS, STATUS, TRENDS

In the spring of 1964 the Southern Regional Education Board and the Florida State University jointly sponsored an invitational Colloquium on Experimental Colleges which was held at Wakulla Springs, Florida, just south of Tallahassee. An outgrowth of the colloquium was the volume entitled Experimental Colleges: Their Role in American Higher Education[1] which it was my pleasure to edit. Since the authors of the various chapters really wrote the book, and since my own part in producing this volume was so minor and so easily accomplished, I feel that in good conscience and without egoism I can recommend this book for background reading in the area of experimental colleges. To the participants in this Invitational National Seminar on the Experimental Junior College I particularly commend the excellent first chapter by Marjorie Carpenter entitled "The Role of Experimental Colleges in American Higher Education" and the equally excellent concluding chapter by B. Lamar Johnson entitled "Behold, You Have Created a New Thing: Summary and Critique."

In order to orient the participants in this seminar for the work in the days immediately ahead I wish to indicate certain achievements, certain matters of status, and certain trends in experimental colleges. In this section I shall draw heavily upon the observations of Johnson in the chapter just noted. Since I have added several other points not included by him, and since I have edited and paraphrased many of the points he made, I shall not quote him directly. I do wish, however, to express my indebtedness to him and to the Wakulla Springs colloquium

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1. W. Hugh Stickler (ed.), Experimental Colleges: Their Role in American Higher Education (Tallahassee: Florida State University, 1964), 185 pp.

for much--but not all--of the material which follows immediately.

1. The number of experimental colleges has never been large; it is not large now. Of the more than 2200 institutions of higher learning in the United States at present only a score or at most two scores can properly be called experimental colleges. Yet without doubt interest in experimental colleges is at an all time high.

2. The oldest of these institutions are less than 50 years old as experimental colleges.[2] Although a few date back to the 1920's in their commitments as experimental institutions, several have been activated only in the past decade.

3. In general, colleges which are wholly committed to experimentalism are organized into broad academic units. Divisions (such as humanities, social sciences, biological sciences, and physical sciences) rather than departments are typical.

4. Most of the institutions which in their entirety are committed to experimental programs have had and currently have relatively small enrollments. Only a few have as many as 2000 students each; several enroll students numbering only a few hundreds each.

5. The fact that most experimental colleges are relatively small notwithstanding, a phenomenon of the past decade has been the emergence of separate experimental units within large institutions--the concept of colleges-within-a-college. Perhaps a dozen institutions have developed or are in the process of developing such entities. Several other large institutions have similar developments under consideration.

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2. Antioch College, especially following the reforms instituted by Arthur Morgan in 1921, is generally considered to be the first experimental college. Also in 1921 James Madison Wood, assisted by the researches of W. W. Charters, started Stephens College on the way to experimentation.

In all cases the goal, as expressed at the University of California at Santa Cruz, is to make the institution "seem small as it grows large."

6. Most experimental colleges to date have been and are currently residential institutions.

7. The great majority of experimental colleges have four-year programs; most of the experimentation has been at the baccalaureate level. Virtually nothing of consequence has been done experimentally at the graduate level and, according to Johnson, "Up to the present...the junior college has remained largely untouched by this upsurge of experimentation."[3] Then he adds, "...to the best of my knowledge, no experimental college is a junior college."[4] In a later article he speaks of some "stirrings,"[5] but it is safe to say that no established, full-blown, and widely recognized experimental junior college is in operation in the nation today.

8. So far experimental colleges have confined their programs largely to general education and/or the liberal arts. In these areas substantial gains have been made. In general, the search has been for unity and integrity in the curriculum; effort has been made to avoid fragmentation and early over-specialization.

9. Experimental colleges have done relatively little with technical or terminal programs. The Dearborn Campus of the University of Michigan is an exception. It blends technology and preparation for earning a livelihood with the liberal arts.

10. Some of the experimental colleges have developed work-study programs. Without doubt the most widely developed and best known of these programs is that at Antioch

3. B. Lamar Johnson, "Needed: Experimental Junior Colleges," Junior College Journal, Vol. 36 No. 2 (October, 1965), p. 18.
4. Ibid., p. 19
5. B. Lamar Johnson, "Experimental Junior Colleges: Some Stirrings," Junior College Journal, Vol. 37, No. 2 (October, 1966), pp. 6-9

College. Berea College and Bennington College are other examples of institutions which have work-study arrangements. The goals of these programs may be educational, economic, or both.

11. More frequently and in larger measure than in traditional schools experimental colleges in general emphasize learning in internationalism. Experiences include area studies, language studies, student exchanges, and travel and study abroad. One of the cluster colleges at the University of the Pacific (Elbert Covell College) gives the great bulk of its classroom instruction in the Spanish language. The foreign-study program at Antioch College is one of the best known in the nation.

12. Several of the experimental colleges have learned to use the resources (physic and human) of the local community to good educational advantage. Goddard College, Antioch College, Earlham College, and Stephens College are cases in point.

13. Experimental colleges select their faculty members with great care. Competen- integrity, flexibility, and commitment to experimentation are the attributes most sought. Excellence in teaching is generally valued above skill and prowess in subj matter research,

14. Team teaching is rather common in experimental colleges. The Junior College at Boston University, the house plan at Stephens College, and the required lower-division program at Parsons College are illustrative of experimental entities which employ on a broad scale this basic method of teaching.

15. In the main, experimental colleges have selective admission policies for students. Parsons College, of course, is an exception; but in general these institutions base admission requirements on such factors as high school grades, achievement test scores, and aptitude test scores. In several instances admission requirements are quite high. And although they were not intentionally planned that way, attendance at many of these colleges is so expensive that rather stringent socio-economic factors operate in the selection process.

16. Virtually all of the experimental colleges emphasize independent study, both as a means of learning and as an ultimate goal of college education. And it is to be noted that independent study is planned for and required of all students, not just those in the upper echelons of ability.

17. Several of the experimental colleges have "intermesters" or "winter terms" --periods of several weeks during which classes do not meet and during which students (at all levels) are required to do independent work. Florida Presbyterian College, which devotes the entire month of January to independent study, is perhaps best known for using this device. Bard College and Macalester College are other illustrations.

18. Experimental colleges unabashedly build their programs about students. In the main, these institutions are student-centered, first, last, and always. Almost without exception, the individual student is at the center of the educational stage.

19. In general, experimental colleges permit and encourage students to progress at varying rates of speed; as a general rule, there is no academic lockstep. Flexibility of program and individualization of both content and rate of progress are frequently reported. Assignment to advanced standing (through the Advanced Placement Program of the College Entrance Examination Board or through other means) is common. In fact, most of these institutions now grant credit by examination.

20. Grades and credits are subjects of much discussion among experimental colleges. Some institutions would prefer to eliminate them altogether and employ other means of appraising student progress. Some have actually gone so far as to assign only "pass fail" grades. Yet grades and credits are "legal tender" in the educational world and, among other considerations, problems of transfer and movement into graduate school demand attention. Practical problems exist here, and so far practical considerations in the main have won out over theoretical considerations.

21. Experimental colleges in general recognize the educational values of the extra curriculum. They know that out-of-class activities can be made to enhance in-class activities. In experimental colleges there is a tendency to think of the curriculum as "everything which happens to the student while he is in college." Once an institution is committed to this point of view, it is not always easy to tell where the curriculum ends and the co-curriculum begins. They really blend into one educational experience.

22. In almost every experimental college the library holds a position of particular importance. This topic will be discussed at some length later in this paper.

23. Many--in fact, most--experimental colleges operate on year-round calendars. Quarter and trimester schedules predominate. Although year-round operation is not essential to experimentation, the fact that it is so commonly employed would seem to indicate that experimental colleges in general see college work to be of such importance as to demand full-time, round-the-year effort on the part of students. In several institutions (such as Antioch, Beloit, and Kalamazoo) the calendar year's program is planned as a whole and interruptions would impede educational progress.

24. Evaluation services constitute an integral part of the program of the experimental college. Appraisal both of the achievement of students and of the education program, in its various parts and in its entirety, is a constant process. Good programs of evaluation are under way in a number of institutions, but more and better evaluation is urgently needed in the experimental colleges.

25. Perhaps most important of all is the fact that in a real, honest-to-goodness experimental college new educational ideas can be tried on their merits. This point was forcefully brought home to me when I was a young teacher at Stephens College. One day the late W. W. Charters, Sr., then Director of Research, said

to a small group of new faculty members: "In this college a committed and competent teacher can try on its merits almost any thought-out educational idea. Only when the instructor is about to 'jump out the academic window' do we (meaning the administration) get him by the coat tail and pull him back in." I have never forgotten that comment.

26. This final item summarizes much of what is implied by most of the previous items: experimental colleges are constantly in a state of change. Perhaps this is the characteristic in which they differ most from other colleges and universities. In the experimental institution there is always that lure that the educational job can be done better. Students change and the world changes; it follows naturally that educational programs should change. Experimental colleges accept change, welcome change, even exploit change. This is as it should be.

NATURE OF EXPERIMENTAL COLLEGES

There is an air of excitement and vitality about an on-going experimental college. There is an "educational ferment" about the place. Things are happening --not willy nilly, not change just for the sake of change--but to the end that the education of students will be improved. A visitor detects this excitement within minutes after setting foot on the campus. Administrators, faculty members, and students alike generate it, share it, enjoy it, profit from it, and enhance it. This intellectual excitement gives the institution character and identification. It vitalizes the entire educational undertaking.

In moving the experimental college toward its goal of individual self realization for every student each component group plays its appropriate role and there is an interlocking of roles.

Certainly the administration, including the governing board, is important in the undertaking. Of course, it performs the usual administrative duties: finance, construction and maintenance of the physical plant, employment of staff, major

policy determination, and the like. But over and above these expected duties it fosters an atmosphere in which democratic participation can flourish. For good or ill, the administration affects most critically the intellectual--psychological--emotional "tone" of the institution. If it is optimistic and forward looking, others are likely to be optimistic and forward looking. If it shows other people in the college it thinks they are important, they tend to think they are important. If it withholds judgments until the facts are in, others will probably do likewise. If it examines suggestions and ideas on their merits, apparently expecting suggestions and ideas to come from almost anywhere, the suggestions and ideas come and they take on the aspect of significance. Much of the atmosphere it creates comes automatically because of the beliefs of the individual administrators and because of their action statements, and policies as individuals and as a group. But the administration cannot trust "to accident or to fate" in fostering this favorable climate in which an experimental college flourishes. It must work--hard and expertly--at the job.[6]

At the very heart of the experimental college are the faculty members, those precious people (1) who still believe that students come first and that teaching is a creative and gratifying profession in itself and (2) who are willing to forego the longer prestige and monetary rewards of intensive and extensive subject field research, publications, and perhaps consultation for the even richer personal rewards which accrue to teachers who give their very best efforts--professional and personal--to students. Teachers of this sort are rare commodities indeed but through diligent searching they can be found and they "make" the experimental college what it is.

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6. Some of the ideas paraphrased in this paragraph came to me in reading nearly two decades ago. Unfortunately, I do not remember the source and now I would not know where to start to look for it.

If you will indulge me in personal matters. I can indicate the kinds of person I have in mind. On two occasions since I have been in my present institution I have tried to interest teachers at Antioch College in positions at the Florida State University. Surely the physical climate would be more desirable in Florida than in Ohio. Moreover, we think we have a pretty good University. And I know that in each instance the FSU salary would have been at least 50 per cent more than the individual was receiving at Antioch. Nevertheless, in each case (and the two occasions were separated by several years) I heard, in effect, the same reply: "Thank you for thinking of me. The position you have to offer seems interesting, and I probably would enjoy it. But I like it here where I am."

Or take the case of the well-known woman teacher at Stephens College who twenty years ago said to me, "I like this place. I find it so exciting that, if I had to do it, I probably would work here for nothing." Well, twenty years later she is still there and still teaching--and what a teacher! Moreover, I am sure she still finds "this place" exciting. Fortunately, she does not have to work "for nothing," but I am sure her salary has never been and is not now anything like it might have been had she cast her lot in another type of institution. For her, and for many others more-or-less like her, working in the exciting atmosphere of Stephens College has its own rewards.

I should hasten to add that not all college teachers nor even a large percentage of them "fit" in the experimental college. Surely this is no place for an inflexible, defensive, or insular person. A potential and/or young teacher in such an institution should "winnow" himself to determine whether he "fits." If he does, he is in for some very satisfying rewards. If he does not "fit" in an experimental situation he should seek employment elsewhere without delay; that way everybody concerned will be happier.

I am not maintaining, of course, that <u>all</u> teachers in experimental colleges must be or are like the Antioch and Stephens teachers just noted. But a core, eve

a small core, of these dedicated people can serve as a leavening agent for a whole institution. And, surrounded by dedicated colleagues, they make the institution go.

What about students? Where do they come in? Actually, of course, the entire undertaking is designed for them.

Last month Time magazine quoted statements by John W. Gardner (Secretary of the Department of Health, Education, and Welfare) which have relevance at this point. I use two of these quotations:

> The idea of individual fulfillment within a framework of moral purpose must become our deepest concern, our national preoccupation, our passion, our obsession.[7]

* *

> The basic American commitment is not to affluence, not to power, not to all the marvelously cushioned comforts of a well-fed nation, but to the liberation of the human spirit, the release of human potential, the enhancement of individual dignity.[8]

Every experimental college I know would endorse those statements. Each would hold those goals to be its own goals. These institutions désire--I was about to use the word"covet"--for their students precisely the "individual fulfillment" and "the enhancement of individual dignity" about which Secretary Gardner is talking. Moreover, they believe that because of their experimental commitments they are in a better position to catalyze the achievement of these virtues in students than are their more traditional sister institutions.

As has been said, experimental programs are designed with students constantly

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7. "A Sense of What Should Be," Time, Vol. 89, No. 3 (January 20, 1967), p.18
8. Ibid., p.19.

and uppermost in mind. The whole enterprise is built <u>for</u> students. What then is expected <u>of</u> students? One thing is certain; the experimental program cannot be "poured into" students and achieve its ends. Students too must play their roles;; they must be involved in nearly every aspect of the undertaking. At this stage in life they cannot do much about changing their inherited ability levels and talents, but they can and must resolve to use the abilities and talents they have. They must enter into the spirit of the experimental college, assume a large measure of responsibility for their own education, work independently or with others as the situation demands, use library resources to good ends, blend in-class and out-of-class activities into positive and meaningful configurations, and in the famous words of Charles F. Kettering "do their damndest with their minds" whatever their inherited ability levels and talents.

Students who make these efforts will receive rich rewards indeed. Hear these words of Ralph W. Tyler:

> Experimentation is . . . a major factor in building and maintaining vitality within the college. For students the sense of pioneering on new educational frontiers is a source of zest and motivation. The experimental of earlier years becomes "old hat" to students of today, and for many college life is a required but dull period of late adolescence in which middle-aged adults who have made a mess of the world are trying to inculcate the same beliefs and habits to insure that the next generation is equally banal. Current experimentation, fashioning, and trying new inventions to solve critical problems, changes the outlook of many students from blase boredom to exciting effort.[9]

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9. Ralph W. Tyler, "American Needs the Experimental College," <u>The Educational Forum</u>, Vol. 28, No. 2 (January, 1964), p. 157.

COMMUNITY

From the previous paragraphs it becomes apparent that experimental colleges almost invariably are characterized by a sense of community--community involving administrators, faculty, and students working together. This "sense of community" takes various forms. At the Florida State University[10] some 330 students are organized into 11 "groups" of about 30 students each. The students in each "group' take the same courses with the same teachers. Teachers and students within the "group" know each other, work together, and frequently socialize and recreate together; there is community even if at a rather elementary level. Stephens College has its "house plan"; Michigan State University has its "residence college-within-a-college" concept; and the University of the Pacific and the University of California at Santa Cruz have their "cluster colleges" Best known of all is Antioch College where instead of a student government there is a community government. At Antioch " 'Community' designates the total college, including all employees who work more than half-time and their husbands and wives."[11] In all of these and other instances the concerned individuals feel a sense of identification of belonging, of personal involvement. The sense of community is real and it is very important in the overall program of the experimental college.

THE LIBRARY IN THE EXPERIMENTAL COLLEGE

As mentioned earlier, the library occupies a particularly important place in the experimental colleges. The entire academic undertaking centers about this agency.

Experimental colleges view libraries as far more than book repositories; they are learning resource centers. In addition to books and other printed matter they

10. At present the Florida State University has no experimental college per se, but it is seriously considering the activation of such a unit. In the meantime the "groups" are felt to be precursors of a more extensive experimental undertaking at a later date.
11. Ester A. Oldt, "Antioch College as an Experimental Institution," in W. Hugh Stickler (ed.), Experimental Colleges: Their Role in American Higher Education (Tallahassee: Florida State University, 1964), p. 29.

house and provide instructional films, magnetic tapes, recordings, picture prints, maps, radio facilities, television facilities, listening-viewing rooms, and the like. In most experimental colleges library shelves are completely open and resource materials are readily available to all students. In some institutions students have access to learning resource materials 24 hours a day.

Cluster colleges have their own libraries as do the individual houses in the Stephens College house plan. In addition, of course, each unit has ready access to the institution's major library resources. Florida Atlantic University and Stephens College, among others, have built imaginative resource centers to facilitate student learning. Oklahoma Christian College provides a well-equipped, individual carrel for each and every student.

Jamestown College expects to go even further in upgrading its library in its academic program. Under the guidance of a consulting team consisting of Louis Shores, Robert T. Jordan, B. Lamar Johnson and others, this institution has plans under way which will indeed make it a "library college." Shores is perhaps the major proponent of "the library college idea." He writes, "When a college is a library and a library is a college, it is a Library College. Something like that is about to happen at Jamestown College, North Dakota."[12] Then he goes on to add, "The Library College is the inevitable culmination of the independent study movement."[13] And finally, he summarizes the entire idea when he says, "Only in the library is the unity of knowledge restored."[14] Such are the goals toward which Jamestown College is moving.

Real progress is being made toward the view that the library--or call it learning resources center if you will; the designation does not matter--is really the

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12. Louis Shores, "The Library College Idea," Library Journal, Vol. 91, No. 15 (September 1, 1966), p. 3871. See also volume entitled The Library-College, edited by Louis Shores, Robert Jordan, and John Harvey. (Philadelphia: Drexel Institute Press, 1966, p. 287). Plans for implementation of the library college idea at Jamestown College are discussed at length in this volume.
13. Ibid.
14. Ibid., p. 3875

ultimate textbook for all college teaching and all college learning. In this view professional librarians and the teaching faculty merge into one instructional staff, and the classroom and the library become but two aspects of one undertaking

QUALITY

To date there is good reason to believe that experimental colleges in general are quality institutions. In the publication entitled What Standards Do We Raise? Winslow R. Hatch has these things to say:

> Quality may be indicated in colleges that are experimental.
>
> The experimental nature of colleges appears to be a good indicator of quality because only competent faculties are apparently disposed to experiment. They may be the only ones that dare to experiment.....
>
> A review of experimentation.....indicates:
>
> a. That quality and experimentation support each other--quality leads to experimentation, and experimentation may enhance quality.
>
> b. That the most experimental institutions are those that also place high in studies of the undergraduate origins of American scholars.
>
> c. That more experimentation is being done by institutions with established reputations than by those that have less to risk.[15]

So there is evidence that experimentation does not detract from quality; in fact, experimentation tends to enhance quality. The real problem here may be too rigid selection requirements, too much expense, too many admissions from the

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15. Winslow R. Hatch, What Standards Do We Raise? (New Dimensions in Higher Education, Number 12), Superintendent of Documents Catalog No. FS 5.253:53019 (Washington: U.S. Government Printing Office, 1963), p. 16.

favored intellectual-socio-economic segments of society. Experimental colleges need now to work more extensively and more intensively with students of average or even less-than-average academic ability. Perhaps the real measure of quality in an experimental college should be the extent to which the institution helps students in their quest not only for intellectual achievement--important though that undoubtedly is--but also in their quest for self-realization and individual fulfillment.

A MAJOR PROBLEM

Exciting though experimental colleges are, and substantial though their achievements have been, experimental colleges face a major problem, a constant danger. It is the danger of retreating to complacency, to tradition. Johnson writes at length about ".....the difficulty of maintaining a sense of urgency and adventure and zest for change in a long-established and 'successful program.'"[16] And Mayhew speaks about the problem "of remaining flexible." He goes on to say:

> Each college has emphasized flexibility for such things as independent student, acceleration, terms off, and the like. Unfortunately, when dealing with large numbers of people, flexibility is not attained (and it might be added--"maintained") this side of chaos unless machinery is created to ensure it. The very creation of machinery builds in a tendency for the program to grow inflexible. As faculty vested interests increase in some innovation, it becomes difficult indeed to modify that innovation. Education becomes fixed in the mold in which it was most recently cast.[17]

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16. B. Lamar Johnson, "Behold, You Have Created a New Thing: Summary and Critique in W. Hugh Stickler (ed.), Experimental Colleges: Their Role in American Higher Education (Tallahassee: Florida State University,1964), p. 183
17. Lewis B. Mayhew, "The New Colleges," in Samuel Baskin (ed), Higher Education: Some Newer Developments (New York: McGraw-Hill Book Company, 1965), p. 22-23.

Always present is the tendency to "slip back" into compalcency, to become rigid, and to lose the experimental fervor. When an institution yields to that temptation it ceases to be an experimental college; then it is only a "different" college.

NEEDS

Even though in general experimental colleges are exciting places whose programs are characterized by educational vitality, and even these institutions have already made substantial contributions to American higher education, much more needs to be done in the experimental college movement. Some of these deficiencies have already been noted or at least implied. Here, however, in rather categorical fashion and without bothering to elaborate at length many of the points, I list several--15 to be exact--of these needs.

1. To date each of the respective experimental colleges has "pretty much gone its own way"; there has been relatively little communication among them.[18] Surely each institution should be encouraged to invent and develop its own program. But better communication would prove mutually beneficial. And surely an "umbrella" statement of philosophy for the experimental colleges is needed.

2. Too often the goals and purposes of experimental colleges are fuzzy; they give the impression that the institutions are unsure as to what it is they wish to accomplish. It is essential that each experimental college clearly states its philosophy, goals, and purposes. Such a statement sets the stage for the operation of the entire experimental program.

3. So far experimentation has been limited largely to senior institutions. Junior colleges need desperately to get into the act. Hopefully that will be one of the outcomes of this seminar.

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18. The Union for Research and Experimentation in Higher Education will probably prove to be a step in the right direction. Included in this group are Antioch Bard, Goddard, Hofstra, Illinois Teachers College-North, Montieth, Nasson, Sarah Lawrence, Shimer, and Stephens.

4. Private institutions have done most of the experimenting up to this point. Y. the heavy enrollments are now shifting to public institutions, especially to large urban public colleges and universities. The need for public institutions to become more deeply involved in educational experimentation is real and great.

5. To date much of the experimentation has been done in residential colleges in small communities. Now work needs to be done in commuting colleges, especially commuting colleges in urban communities.

6. Experimental programs have been limited in considerable measure to general education and/or the liberal arts. Now experimentation should move forward to include other aspects of the curriculum, especially in the areas of technical-terminal education and adult education.

7. So far experimental colleges have catered largely to highly-selected, socio-economically-favored students. The time is past due when experimental colleges should also be concerned with average and below-average students from modest socio economic circumstances and from segments of the population that have not supplied many college students in the past.

8. More attention needs to be given to values. Tyler puts it this way:

> Perhaps most inadequate in the typical college curriculum is its failure to help the students find values in modern life worth effort and sacrifice, opportunities for important service, learning which is exciting and rewarding. Some individual courses bring students to life, but the curriculum as a whole lacks purpose and design to give a sequential and continuing meaning, motivation, and fulfillment. To achieve this end requires the use of scholarship, wisdom and the development into and effective curriculum by carefully evaluated experimentation.[19]

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19. Tyler, op. cit., p. 155-156.

9. Infinitely more attention needs to be given to the educational potentials of the extra-curriculum (or the co-curriculum as some experimental colleges prefer to designate the term). So far relatively little forward-looking experimentation has been done in this area. Yet the potential educational rewards are great indeed.

10. Wider exploration into the uses of learning resource centers and technological aids to teaching needs to be carried out. So far only beginnings have been made. Now the full potentials--and limitations--of these devices should be determined in depth.

11. Up to this time the costs of experimental higher education have been high. I am convinced that this need not be so; I see no inherent or real reason why experimentation needs to be expensive. In my judgment, imagination and creativity can go a long way toward replacing dollars. Hatch says, ".....the budgets provided experimental colleges and programs (should) be comparable with those required for high quality undergraduate institutions with traditional programs."[20] I agree.

12. Relatively little is known so far about campus architectural designs which will facilitate effective and rewarding experimentation. This area needs attention.

13. Although beginnings have been made, more--much more--research in experimental programs is needed. Experimental ideas need validation. And as experimentation yields to careful and continuing research, the impact of experimentation on the total enterprise of higher education in America will be enhanced.

14. So far each experimental college has started out alone and "gone it alone." course, flexibility and individuality are highly important features of any such lege. But surely, while retaining these features of flexibility and individuali there must be some common guidelines for bringing experimental colleges into exis ence. These guidelines should be identified, developed, and promulgated.

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20. Winslow R. Hatch, The Experimental College (New Dimensions in Higher Educat Number 3), Superintendent of Documents Catalog No. OE-50010 (Washington: U.S Government Printing Office, 1960), p. 10.

15. Finally, too many experimental colleges have been content "to live their own lives," to go on with their own innovations, and to go quietly on their respective ways. This is unfair! Without "beating their chests" about it, experimental colleges ought to be heard. They owe it to the profession to share their successes --and, yes, their failures too. In good professional conscience they can do no less. As Lamar Johnson puts it, "The importance of these colleges must extend far beyond their alumni. The experimental college has an opportunity and indeed an obligation to influence and take leadership in the mainstream of American higher education."[21]

CONCLUSIONS AND OUTLOOK

In spite of existing needs--which, as has just been seen, are real and numerous--the strengths of experimental colleges far outweigh their weaknesses. These institutions, however, cannot rest content on their earlier innovations. In an address at Antioch College in 1964, Tyler summarized the situation in these words:

> Now, more than ever before America needs colleges which are engaged in bold educational experimentation, for we are facing major problems of great importance which will not be solved simply by building more and larger colleges and universities.[22]

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New groups of students must be reached, new curriculum designs must be evolved, the effectiveness and efficiency of learning in college must be greatly increased. The solution to these problems is essential for the continuing emergence of a free and strong people and essential if the individual is to be able to achieve human values more fully. But these problems can only be solved through

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21. Johnson, Experimental Colleges, op. cit., p. 181
22. Tyler, op. cit., p. 153

experimentation. Furthermore, experimentation is a major factor in giving vitality to college education. America needs the experimental college.[23]

The outlook for the future of experimental colleges has never been brighter than it is today. In the years immediately ahead, the nation will see many more, not fewer, of these institutions. And this Invitational National Seminar on the Experime···l Junior College may be the turning point which in time will bring many two-year colleges into deeper involvement in the experimental college movement. At least "'Tis a consummation devoutly to be wished"!

Climate must be able to survive changes in admin for college to be called "experimental"

"Library is center of experimental college" WHY?

Proposes network of exper j c's.

" newsletter for communication among th

Admin must say continually, "We're never good enough!"

Research must lead to program improvement, not publication.

Can't run experimental program without admin but "Who makes it happen? The faculty!"

Purpose of experimentation is to "change with the times, we are basically conservative people"

but [illegible] experimentation by "The basic culture model in America is open, not closed, Thus experimentation must be conducted in order to fit culture model."

THE EXPERIMENTAL JUNIOR COLLEGE

Position Paper

Prepared for

SEMINAR ON THE EXPERIMENTAL JUNIOR COLLEGE

Palo Alto, California

February 24, 1967

John Lombardi, Assistant Superintendent, Colleges

Los Angeles Junior College District

THE EXPERIMENTAL JUNIOR COLLEGE

A. FEELING OF DISCONTENT

"We can profit from a feeling of discontent" is the heading on a column by Jerrold K. Footlick in The National Observer of November 14, 1966. The columnist who reported at length on a conference on educational innovation at Michigan State University observed:

> "The colleges know they must change, sometimes drastically, but higher education is essentially conservative and change does not come easily."

Also, at the same conference in Michigan an educator said:

> "Innovation, experiment, reform--these are crucial, and pity is that, apart from a few noteworthy experiments, there is no evidence of real innovation anywhere. Wherever one looks, there is the same vacuum of leadership, the same failure of nerve."[1]

This, of course, is an extreme statement. Its relevance for us is that it is evidence of the discontent noted by The National Observer's correspondent. The feeling of discontent or uneasiness that "all is not well in undergraduate education"[2] seems to be one of the motivating factors in the search for new ways for organizing or conducting education. Director Willard Spalding of the Coordinating Council for Higher Education "expressed concern that California has become so accustomed to its leadership in innovating, planning, and experimentation in higher education that we may look back more than we look forward and one day find ourselves no longer in, and enjoying the benefits of, the leadership role."[3] Innovation has become as important a concept among educators today as general education was a generation or so ago. An extension of the concept of innovation is the "experimental" college or division which embraces a wider field than does innovation.

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1. William Arrowsmith, University of Texas classics professor. Education U.S.A., October 20, 1966.
2. W. Hugh Stickler, ed. Experimental Colleges, Tallahassee, Florida State University, 1964, p. VII
3. California Coordinating Council for Higher Education. California Higher Education I:3, January 1967.

This seminar has a rationale similar to that held at Mighigan State. Those of us here have experienced a feeling of discontent; we know that changes must be made; we are confronted with the resistance to change among staff and faculty; in addition we are smarting because we are told that so little of the innovation or experimenting in progress is going on in the junior colleges; but we are not as discouraged as some because we know that changes have been made, that other changes are in process, and that the ferment that seems to pervade some junior colleges is spreading.

We are assembled not only to itemize our omissions and the obstacles we face but to describe and discover ways and means of bringing about changes that will improve the educational program. We hope to answer affirmatively the question, "Is it possible to establish an experimental college or an experimental division in a junior college?" We may develop guidelines for establishing experimental colleges or divisions; perhaps, as a result of our combined efforts, a philosophy may emerge. In this endeavor experimentation should become "not... a fascinating extra, but...part of the design of the total fabric."[4]

B. CHARACTERISTIC OF EXPERIMENTAL COLLEGES

The distinguishing characteristic of most of the experimental colleges is "that they are planning to organize their programs and procedures in entirely different ways from what has been the case up to now." Stress is placed on the "deliberately differentness" in the belief "that almost any attempt at change is worth trying,"[5] if colleges are to retain the preeminence they have achieved in modern society. In many experimental colleges experimentation may take place, but it is not necessary in the sense that it involves the techniques associated with the scientific method. The assumption in many experimental colleges implied

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4. Esther Raushenbush, President, Sarah Lawrence College. Education U.S.A., October 20, 1966, p. 45.
5. Newsweek 69:47, January 3, 1966.

or stated, seems to be "that it is always possible to find a better way to achieve ...quality of education--and that it is the institutional obligation to try rather than to leave well enough alone."[6]

C. EXPERIMENTAL OR INNOVATIONAL

Assuming that it were possible to stop long enough in this process of change to test the new way, proof in many instances would be difficult. Sometimes, even if the "proof" should be contrary to the assumption, the "new" cannot be easily given up. A commitment to an "experimental" procedure such as the systems development program or the cluster colleges idea is almost irreversible no matter what evaluations may show. Very often, evaluations are not even made nor can they be made effectively. How can one prove, for example, that a cluster of small colleges is better than a "monolithic" university? Sometimes it sounds strange to label an institution an experimental college when the model is an example--Oxford or Cambridge--several centuries old. When does an idea or process or organizational pattern cease to be experimental? Which Oxford or Cambridge are the "innovators" or "imitators" or "adaptators" using? That of 1600, 1800, 1900, or some idealized version? For these reasons, perhaps a better word for most of the colleges which are now called "experimental" would be "innovational" although even this would be inappropriate for a college which adapts a concept in use for years or centuries.[7]

No inference is made here that imitation or adaptation is improper. To do so would be tantamount to condemning all of us since most of the time we are imitators or "adaptators" in the sense that we appropriate the ideas, practices, and programs of our colleagues. Any other situation would require that we start from the beginning--a condition which contradicts the very basis of education. But,

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6. Esther A. Oldt. "Antioch College as an Experimental Institution," p. 15-32 in Stickler op.cit. p. 19.
7. See B. Lamar Johnson, "Behold, You Have Created a New Thing; Summary and Critique" p. 173-85 in Stickler op.cit. p. 174-5, 180.

carried to excess, this does lend force to the complaint of President Royce S. Pitkin of Goddard that "practically every proposal (made at a conference on innovation) has been a tinkering with what's already been done. It's like repairing a Model-T when we really need a jet."[3]

To be truly experimental, a college should adopt the thesis that "experimental" means "a tentative procedure or policy, expecially one adopted in uncertainty as to whether it will answer the desired purpose or bring about the desired result."[9] No conclusions should be made concerning the comparative merits of a new versus an old practice until the new is tested. A second condition: once procedure or policy has been proved desirable, the experiment should be at an end. Just as no scientist would continue repeating experiments that had established or illustrated "some suggested or known truth," so should the educational experimenter give up the project (or cease calling it experimental) and proceed to some other project. We should not continue to call experimental a method or instruction such as instructional television which has been in progress for ten years unless we are experimenting. I shall keep emphasizing this point because I believe that our proneness to attempt to fit ourselves into the popular pattern of the day is a major reason that leads others to criticize educators so harshly. If we keep these criticisms in mind, we might in our own efforts try to obviate the faults which elicited them or accept the thesis "that almost any attempt at change is worth trying." In doing the latter we should not claim any more than what the statement implies.

D. EXPERIMENTATION IN JUNIOR COLLEGES

We can say with assurance that innovation and experimentation are going on in the junior colleges just as they are in other segments of education. Whether

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8. Newsweek 69:47, January 2, 1967.
9. Webster's Third New International, Springfield Mass. G. & C. Merriam Co., 1966. p. 809.

there is more or less is difficult to determine. No one has made a thorough comparative study. It appears from the literature that more is going on elsewhere;[10] but this may simply be a result of the "publish or perish" regimen under which the university professors work. They publicize their efforts through their writings more than do junior college instructors. But whether or not it is true, junior college educators cannot debate the past. They must look to the future.

Few colleges labeled experimental are committed to total institutional experimentation such as that at Oakland (Michigan) Community College.[11] More common is the experimentation on a less ambitious scale involving only a small segment of the college. This is particularly true of the junior colleges. Innovation and experimentation take place under many circumstances. Here, only the most common will be outlined. Nearly all of the examples are in operation. No claim is made that this enumeration is exhaustive.

1. By Self-Motivated Instructors

Innovation and experimentation go on sporadically in nearly every junior college. They will flourish if the administrator encourages the staff to try out new ideas, new media, new equipment. This kind of innovation and experimentation need not be organized. It is the kind that enables an instructor of English to introduce art and music to illustrate the meaning of a book, or one who uses representative issues of magazines and newspapers as his texts, or paperbacks of complete works instead of anthologies. Illustrations such as these can be repeated for any field. The Postlethwaite method, which is being copied by junior colleges, was devised by an individual instructor in such an environment.

Under this heading comes also the kind of experimentation an instructor had in mind when he wrote "Though our curriculum is unique and in the national lime-

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10. B. Lamar Johnson, Islands of Innovation. Los Angeles, University of California, 1964.
11. John Tirrell, Oakland Community College; A Case Study in Independent Study. p. 89-95, in Louis Shores, Robt. Jordan, John Harvey, ed. The Library College, Philadelphia, Drexel Press, 1966. Dr. Tirrell is President of Oakland Community College Dist. which plans three such campuses.

light, yet it has not escaped my attention that it is rapidly approaching obsolescense. I have, therefore, decided to devote my current sabbatical to a study of modern computers in order to come up with recommendations for updating the course of study and reorganization of our laboratories." No wonder "educators... agree that if innovation in teaching is to occur, the teacher himself must be engaged in the innovative activity. Innovation that occurs from the 'top-down' seldom wins the loyalty or commitment of the teacher."[12]

2. Administrator-Sponsored Experimentations

A second method involves more organization. It begins to give the college the atmosphere of an experimental institution. In this, the administrator authorizes a department, a division, or an administrative section to undertake and experiment or to introduce an innovative practice. It may be the introduction of the computer and flexible scheduling, the use of transmitting machines in shorthand classes enabling the instructors to send materials to students at various speeds, the use of overhead projectors in accounting classes, the development of a curriculum for foreign students or for low-aptitude or culturally-deprived students. Under this heading comes also the widespread experimentation in the systems development approach of instruction borrowed from the Oakland and other models. Instructional materials centers with electronic devices to produce lectures or lesson plans, programmed materials, reading machines, and other audio visual materials provide important experimental services for the college. The forum-type room equipped with electronically-controlled projectors, screens, and other instructional aids plus secretarial and technical assistance for large group instruction is another innovative practice in wide favor.

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12. Project Changeover. A project for the Union for Research and Experimentatio in Higher Education. Yellow Spring, Ohio, Antioch College. Folder, c. January 1967.

The aspect here which differs from the first method is that the administration becomes involved in guiding the experiment, in providing funds for the equipment or adding personnel where needed. Kellogg funds were obtained, for example, in an experiment to develop technician-level programs in fisheries at Peninsula Junior College and in forestry at Everett Junior College (both in Washington), and in agribusiness at Mesa, Colorado. Contra Costa College is engaged in an NDEA Title V project to help occupational students select courses appropriate to their aptitudes and interests. At the opposite extreme is a project at Los Angeles City College to permit students to enroll in radiologic technology and dental laboratory technician curriculums with no entrance requirements. Continuance in the programs will be dependent upon successful performance during the first and second semesters. Many colleges received Kellogg funds to introduce two-year associate degree programs in nursing. A few are experimenting with dental hygiene programs.

3. Experimental Divisions

A third method is to establish a division whose primary objective is to conduct or to assist others in conducting experiments. Such a division has been organized in several junior colleges in Chicago, Los Angeles, Miami-Dade, and Delta for the purpose of taking care of the large numbers of low-aptitude student The learning centers in some junior colleges take on this function. Brevard Jr. College in Florida has one of the most carefully planned Divisions for this purpose. Brevard is bringing together institutional research, data processing and technical research, television and radio, audio-visual resources, study skill clinics, and language laboratory into a new administrative unit, Education Services, for the purpose of:

"1. Pioneering of new approaches to learning
2. Coordination of interrelated professional resources
3. Evaluation and introduction of new technology
4. Improvement and revitalizing of services to the entire college area."

The college has just received a grant from the U. S. Office of Education for an experimental design of a multi-cultural non-graded area vocational school, integrating the high school and community college into "a vertical organization without grade barriers or unrealistic standards for admission."[13]

Junior college educators in many colleges are experimenting or are being forced to experiment with new administrative techniques in faculty-administration relations and in student self-government. The democratization which is taking place in these two broad areas is revolutionizing the roles of administrators, faculties, and students. Resolving problems in this process is "worthy of all our wisdom and inventiveness."[14]

4. Patterns of Experimentation in Multicampus Districts

In the fourth example, involving multicampus districts, several possibilitie are available. In one, a central office administrator or a committee appointed by a chief district adminstrator acts as a research and experimentation agency whose main purpose is to assist any district college group interested in experimentation. Such assistance includes seeking funds from government agencies and foundations. In addition, such an agency suggests experimentation that needs to be done or, in order to conserve resources and avoid duplication of effort, allocates projects which require expenditures larger than those budgeted. The ideal agency does not interfere with the efforts of individual faculty members or departments that wish to experiment or innovate as they have always done. St. Louis, Chicago, Los Angeles, and San Diego utilize this approach.

A plan that has promise and is being studied in a large district, is to have each of the several colleges in the district take responsibility for testing or experimenting on one program that needs attention. One project which is now

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13. AAJC Occupational Education Bulletin, Vol. I, November 30, 1966, p. 4 & 6.
14. John Gardner. "Agenda for the Colleges and Universities. Higher Education in the Innovative Society." New York, Academy for Educational Development, 1965, p. 9. Pages 8-11 contain an excellent summary of the problems relating to student life. For a description of faculty-administrator relations

before the Board of Trustees for approval is to purchase a modern computer for one college with the understanding that that college will, among other things, explore methods of converting administrative tasks to the computer, develop a time schedule or a form of PERT for the use of the computer by the many agencies in the college which wish to use it; involve or use the computer in the educational program--academic and occupational; determine whether a district computer center or individual college computer centers is the more effective organization. Another college will explore the most effective use of the learning center. A third will experiment with converting its agricultural programs to agribusiness technical programs. A fourth will take as its project the education of the low-aptitude students. Under this plan it is hoped that many problems will be investigated, and the results made available to the other colleges. When the results of an experiment such as the use of computer technology become available, the experiment is at an end. The college will then seek or be given another area for experimentation. Of course, improvements on the present practices would continue, but essentially the process will be the same until a new "generation" of computers makes the old obsolescent. It need not be necessary under this plan for the experiments to be different. It could very well be advisable to experiment with two different methods of teaching or counseling, for example.

Another possibility in a multicampus district is to follow a suggestion made by the Los Angeles Association of Junior College Administrators that:

> "An experimental college should be established in the district to explore and try out developments and practices for the improvement of instruction and more effective utilization of resources. The experimental college should become a major resource agency for encouraging experimentation in the other district colleges."

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in California, see my "Faculty in the Administrative Process." Junior College Journal 37:9-16, November 1966. Also in the same issue is Ray A. Howe, "Faculty-Administration Relationships in Extremis." p. 14-15, an account of the strike at Henry Ford Community College.

In this proposal the experimental college would continue to function as a junior college with its normal complement of students.

Still another possibility in a multicampus district or statewide system is to do what Oakland Community College and other colleges in universities have done: adopt a college-wide instructional method or organizational form which is totally different from the conventional. Such a development may take place in New York State with a plan to be described later. The Chicago Television College is another example which embodies a new instructional method, as well as organizational pattern. Changing an institution such as Northern Virginia Technical College into the small comprehensive Northern Virginia Community College and at the same time developing a multicampus organization are innovations of a large order.[15] The three phases of planning will insure that the College will be experimental for the next five years. Much experimentation of this kind has gone, or is going, on in New York, North Carolina, Illinois, Pennsylvania, and other states.

Some remarks are in order about the experimentation going on all over the country on district organizational patterns for multicampus districts. About 20 junior college districts in 13 states are confronted with problems caused by the growth of groups of colleges. Peter Masiko of Miami-Dade wrote that most people involved in this process "would like to see some changes made" because "different organizational patterns may be needed at the various stages of growth and development of the multicampus complex." He asks, "is it organizational structure or personnel on hand that determines what will work best in a given situation?"[16] In this process the junior college districts may be compared with those universities which are experimenting with various forms of organization including the cluster colleges and the "new" colleges.

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15. Northern Virginia Community College "Invest in Education for a Prosperous Community," 4-page undated brochure. See also State Board for Community Colleges "Policies, Procedures and Regulations," Richmond, Va., Dept. of Community Colleges, 1966.
16. "Going Multicampus," Junior College Journal 37:22-26, October 1966

5. Regional Educational Laboratories

Experimentation is not confined to the colleges or districts. A development which has great promise for the public schools is the support the U. S. Office of Education is giving to the regional educational laboratories. These experimental agencies which are not instructional institutions have five general functions: "(1) Conduct educational research, (2) Provide facilities and equipment for research, (3) Carry out the training of individuals for leadership in such activities, (4) Translate the findings of research into feasible education practices and programs, (5) Assist in the implementation of productive change by disseminating innovative programs and practices throughout the region being served."[17] Regional laboratories for the junior colleges would be a promising development, but the need may not appear so urgent to our legislators as it is for the public schools. Of course, junior colleges and other educational institutions will profit from some of the research being conducted by the laboratories now established for the public schools.

6. Cooperative Endeavors with Other Agencies

A similar service is being performed for junior colleges by the American Association of Junior Colleges which has undertaken a series of experimental projects on many aspects of junior college education. The Association has sponsored or been responsible for nationwide experimentation in the recruitment and training of administrators and faculty, for developing guidelines for transfer of junior college students to liberal arts colleges and universities, for preparing guides to program development in technical education, and, most important, for assisting in the establishment in junior colleges of demonstration projects in occupational education and demonstration programs in student personnel. Also, the Association

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17. Richard I. Miller, "Regional Educational Laboratories," Phi Delta Kappa 48:144-49, December 1966, p. 144.

has responded to requests for information and assistance by establishing a facilities information office with support from the Educational Facilities Laboratories, Inc. This development in the work of the Association is having significant influence upon junior college education, an influence probably as great as that of any other similar organization. Its work in fostering innovation and experimentation in the junior college cannot be overemphasized.

Cooperation between junior colleges and a university such as that embodied in the internship projects of the ten Junior College Leadership Programs or that between the St. Louis District and the University of Southern Illinois in the preparation of instructors in technical areas, is another noteworthy method involving experimentation. The Federal Developing Colleges Program for the improvement of administration, faculties and curriculums, and student services provides for cooperation among several junior colleges or between a junior college and a university or other agency. Not much use has been made of this opportunity primarily because junior colleges have not developed good proposals. The potential for experimentation, however, exists and with experience the junior colleges will prepare adequate proposals.

Still another kind of cooperative experiment involves Palomar and Mt. San Antonio Colleges in California and the Navy. In this experiment 25 selected enlisted men are enrolled in each institution in course work which relates closely to their occupational specialities. The Navy pays all the bills, including full pay and allowances for the students who attend the colleges full time.

E. CURRICULUM EXPERIMENTATION FOR LOW-APTITUDE STUDENTS

On a local and statewide level major efforts seem to concentrate on experimental projects involving culturally disadvantaged students. Impetus for this development is the large enrollment of low aptitude and culturally disadvantaged students. The distribution of minority students in urban junior colleges ranges

from 25 to 90 per cent of the total enrollment. In some colleges, from 20 to 75 per cent of all students test in the lowest tenth percentile on national tests. Miami-Dade and St. Petersburg in Florida have inaugurated "guided studies programs...for those students who still can benefit from more education but are not yet capable of doing traditional college level work."[18] Similar projects are being tried in New York, Chicago, Los Angeles, Oakland (California), San Diego, and other cities. In New York the State University at Plattsburgh is cooperating with a community college in a plan to bring a group of disadvantaged students from New York City. Presumably, this will be a form of integration in which minority students will be introduced into a predominantly white student body.[19] A report of a legislative consultant recommending the establishment of five educational institutions in five cities on a pilot basis is the most extensive attack on the problem. The consultant recommended that the programs of these "Youth Colleges" "should be developed out of a re-examination of the educational needs of the lowest quarter--a re-examination which should not be averse to departing from long-held institutional attitudes about education, should consider new concepts of educational standards, requirements, methods, and institutional relationships, and should seek results through new programs and institutions rather than through efforts only to provide individuals with additional amounts of remedial work."[20] Although this is concerned with post high-school education, it may be the forerunner of a new kind of institution for low-aptitude students.

The California Coordinating Council for Higher Education is studying "the desirability of experimental higher education institutions and programs designed to meet the requirements of culturally disadvantaged students." The Council also indicated that "factors of location, student ethnic mix (and) overall curricula"

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18. Dorothy M. Knoell, Toward Educational Opportunity for All (Albany, State University of New York, 1966), p. 65.
19. Ibid, p. 68-9.
20. Herman B. Wells(consultant) The Legislature and Higher Education in New York State. (New York, Academy for Educational Development, 1964).

should be considered. The Council also advised "the Trustees, the Regents, the State Board of Education on behalf of the public junior colleges to encourage the continued development of student tutorial and community involvement projects conducted at individual colleges and campuses."[21]

F. LABELS AND THE TASK BEFORE US

It should be obvious from the numerous examples cited that many junior colleges are experimenting in the commonly accepted definition of the term. At the first session of the seminar you will hear from at least eight administrators who are responsible for experimentation in colleges distributed throughout the country. Also, I venture the guess that every junior college administrator at this conference believes that the college with which he is associated is experimental or engaged in experimentation.

I have deliberately avoided creating a litany of experimental junior colleges. I believe such a list would be unwise because some colleges which are labeled "experimental" prove, on close inspection, to be so in name only, while others which are not considered experimental are, in fact, experimenting constantly. Then, again, it is difficult to determine which practices are experimental, which are not. And how many experiments must a college conduct before it is entitled to the label, experimental?

More important than a label is the maintenance of enthusiasm for significant experimentation. Labels may, in fact, lead to self-deception and "undetected decay" in education as in industry where "the history of every dead and dying 'growth' industry shows a self-deceiving cycle of bountiful expansion and undetected decay."[22] It may be as rare in education as in business to hear it said, "What can we do to change the ways of business to make it more attractive for...

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21. "Minutes (no. 5) of the Meeting, Coordinating Council for Higher Education," May 24, 1966, mimeo.
22. Theodore Levitt. "Marketing Myopia," Harvard Business Review 38:45-56, July-August 1960, p. 47.

students?"[23] but the purpose of this seminar is to describe ways to make education more attractive and effective for students. In the task before us we are challenging Stanford Dean James' assertion that "School Change is Only Talk;"[24] we are accepting John Gardner's concept of self-renewal through experimentation and innovation and Francis Bacon's admonition that:

> "Surely every medicine is an innovation; and he that will not apply new remedies must expect new evils; for time is the greatest innovator; and if time and course alter things to the worse, and wisdom and counsel shall not alter them to the better, what shall be the end?"[25]

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23 Henry C. Wallich, "Campus and Business," Newsweek 68:67, December 20, 1966

24. Los Angeles Times, December 28, 1966.

25. Walter C. Bronson, ed. English Essays. New York, Henry Holt, c1905, p. 3.

IF I WERE ESTABLISHING AN EXPERIMENTAL JUNIOR COLLEGE . . .

Position Paper

Prepared for

SEMINAR ON THE EXPERIMENTAL JUNIOR COLLEGE

Palo Alto, California

February 25, 1967

B. Lamar Johnson, Professor of Higher Education

University of California, Los Angeles

IF I WERE ESTABLISHING AN EXPERIMENTAL JUNIOR COLLEGE . . .

In writing this paper I have made five assumptions. In a sense these comprise a frame of reference which may be useful in interpreting the paper.

First, in the college which I have in mind, I am not interested in change per se -- but in improvement. Doing something new does not represent a value in and of itself. Change has value only to the extent that it leads to improvement.

Second, I have assumed that the college to be established is a public, tax-supported institution--a community junior college. I am taking this view because the public junior college is and clearly will continue to be the dominant type of two-year college. I suggest, however, that this paper is, in many respects, also relevant to the independent junior college, an institution which has a notable opportunity for leadership in the field of experimentation.

Third, I have been under no strictures regarding whether the experimental college with which I am concerned is a completely new institution or whether it is an existing college which aspires to become experimental.

Fourth, the experimental junior college to which I refer is and will continue to be one of the very small number of institutions which are in a special sense committed to experimentation. It will be truly "experimental."

Fifth, the title of this paper suggests my final assumption: that I am a chief administrator with responsibility for leadership in establishing an experimental college. Starting a college is clearly not a solo endeavor. Nevertheless, a president has major responsibilities and opportunities in such an undertaking. I aim to keep these in focus.

A. SOURCES OF GUIDELINES

If I were establishing an experimental junior college, I would draw upon and use guidelines from four sources:

1. Since the institution which we are considering is a public junior college it should be experimental within the framework of the role and functions of this type of institution. It need not--indeed, must not--adopt some of the characteristics commonly found in experimental four-year colleges, most of which are, for example, residential colleges with selective admission policies. The first set of guidelines which I would use are, therefore, from trends in junior college development.

2. We are discussing an institution which is not only a two-year college, bu which is also an experimental college. Experimental colleges have played, and are playing, important roles in the advancement of higher education in our nation. There is now a sufficient body of experience in and, indeed, a literature on the experimental institutions. The second set of guidelines which I would use are frc experimental college development.

3. The experimental junior college is an organizational entity which functio within a community and within the larger society of our nation. The role of the college can be fulfilled and its functions achieved only by the united efforts of staff committed to and effectively organized to achieve its purposes--and supporte by its community and its constituents. The third set of guidelines which I would use are from the theory of administration.

4. Administration cannot, of course, function in a vacuum. Its function is basically to develop and operate a program which achieves the purposes of the institution. In a college this includes the curriculum--in the broadest sense, the educational program of the institution. The fourth set of guidelines which I would use are from the theory of curriculum development.

In brief then, I am suggesting that if I were to establish an experimental junior college, I would wish to draw upon guidelines from junior college development, from experimental college development, from the theory of administration, a from the theory of curriculum development.

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It is obviously impossible within the confines of this paper to engage in a comprehensive discussion of the four sources or guidelines to which I have referred I propose, however, to comment briefly on guidelines from each source.

B. JUNIOR COLLEGE DEVELOPMENT

The public junior college is, in brief and over-simply, a tax-supported educational institution which offers two years of work beyond high school. We may, however, more specifically characterize this institution by referring to six trends in its current development--trends which represent accepted best practices in the functioning and operation of two year colleges, trends which can serve as guidelines for use in establishing an experimental junior college.

1. <u>The junior college is assuming sharply increased responsibility for preparing students for upper division work at universities and other senior institutions</u>. When junior colleges were first established, their only purpose was to offer two years of work acceptable to universities. Preparation for transfer is, of course, no longer the only purpose of the junior college. Recent events, however, highlight the importance of this objective. Studies reveal that two-year colleges prepare students for successful upper division work. It is, therefore, inevitable that as college and university enrollments skyrocket, the junior college will be called on to assume sharply increasing responsibility for freshman-sophomore work. Current enrollment trends are consistent with this expectation.

2. <u>The junior college is assuming major responsibility for technical-vocational education</u>. Despite its importance, preparation for transfer is by no means the only purpose of the junior college. Preparation of students for employment is also an important responsibility of the two-year college.

There is evidence that this responsibility is increasingly recognized and accepted by junior colleges in all sections of the nation. In reporting a survey of curriculum developments in junior colleges in the North Central Region of the coun

try, President Isaac Beckes of Vincennes University asserts, "Those who have been calling for more comprehensive programs will find much for encouragement in reports from the 116 colleges."[1] In his survey, Beckes identified 191 new programs in occupational fields--including 25 in electronic technology, 24 in data processing, 18 in nursing, and 6 each in law enforcement, distributive education, and medical technology.

A publication of the California State Department of Education identifies 101 occupation-centered curriculum in California two-year colleges in such fields as agriculture, business and commerce, health, technical, and the arts.[2]

3. The trend is toward the comprehensive junior college which includes in a single institution programs of preparation for employment and education for transfer. The need for junior college vocational education is clear; similarly, the need for education for transfer in our junior colleges is obvious. Some, however, argue that vocational education should be provided in one institution and educatio for transfer in another. Those who hold this position suggest that it is difficul and perhaps impossible effectively to provide technical-vocational programs and transfer programs in the same two-year college.

In the late fifties, similar complaints which had been made about comprehensi American high schools led James B. Conant to investigate the matter. In making hi study, Conant asked, "Can a school at one and the same time provide a good educati for all the pupils as future citizens of a democracy, provide elective programs fo the majority to develop useful skills, and educate adequately those with a talent for handling advanced academic subjects--particularly foreign languages and advanced mathematics?"[3]

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1. Address at conference of North Central Association of Colleges and Secondary Schools, Chicago, March 1963.
2. California State Department of Education. Technical Education in the Californi Junior Colleges. Sacramento: California State Department of Education, 1963.
3. James B. Conant. The American High School Today. New York: McGraw-Hill, Inc., 1959. p. 15.

Following his investigation, Conant without equivocation answered the question he had raised, "The question I set out to answer, I can now answer in the affirmative."[4]

There is an analogy between Conant's conclusions regarding the comprehensive American high school and the desirability of the current trend toward the comprehensive junior college. The multi-purpose two-year college can be expected to play a vital role (a) in preparing students for transfer, (b) in preparing them for immediate employment, and (c) in retraining adults for new jobs in our age of automation. In the multi-purpose junior college a student may move direct from an occupation curriculum to a transfer curriculum, or vice versa, without changing colleges. Furthermore, in such a college, the transfer student can achieve an understanding of vocational fields and the vocational student will have an opportunity for general education.

The evidence suggests that the comprehensive junior college--like the comprehensive high school--is both desirable and feasible.

4. The junior college is an "open door college." By this I mean that any high school graduate is eligible for admission--and also in California and several other states, anyone over 18 years of age who can profit from instruction offered at the college. The concept of the open door college is consistent with our ideal of educating every citizen to the level of his highest potential. It should also be pointed out that this policy recognizes the fact that many young people are "late bloomers."

The fact that a student is admitted to a junior college does not, of course imply that he is eligible to take all courses and curricula offered at the

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4. Ibid., p. 22.

college. A number of programs in addition to transfer offerings are selective. Admission to programs in dental assisting, data processing, electronics, and registered nursing is, for example, typically restricted.

5. Guidance is recognized as an important responsibility and, some would assert, a goal of the junior college. The California Junior College Association included guidance as a purpose of the junior college in the list of goals which it prepared for use in the Restudy of Higher Education in California. In my own thinking, guidance is a means to an end--rather than a goal. Nevertheless, this is such an important responsibility that I single it out for special comment.

The need for guidance is highlighted by the fact that the junior college is, as we have noted, an open door college. The two-year college has a responsibility for leading many of its students to face the reality of their situations. They come to college with high ambitions to enter medicine, teaching, engineering or law--fields for which they are unqualified. The junior college has an obligation to help students achieve a self-understanding on the basis of which they can make realistic educational plans.

6. The junior college is a community college. By this I mean that the offerings and programs of junior colleges are planned to meet the needs of their communities--and also to elicit the participation of citizens in program planning, development, and operation.

As a community college, the two-year college can provide--in addition to education for transfer--curricula adapted to local requirements. This results in programs in petroleum technology in the oil fields of Texas; in agriculture in the wheat fields of Kansas; in a medical secretary program in Rochester, Minnesota in fashion design in the garment manufacturing center of New York City; in citriculture in Southern California; in insurance and banking in the financial center of Chicago; in forestry in Northern Idaho. We might list a multiplicity of additional community-centered programs, as well as report the participation of citizens, through advisory committees, for example, in program planning and

develcpment.

The two-year college also provides education--including vocational education for adults; sponsors forums, concerts, art exhibits and varied cultural activities and serves as a vital coordinating educational agency for its entire community.

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The trends which I have identified are, in my judgment, sound. They are responsive to the needs of students and of society, and are consistent with the resources and potential of the two-year college. If I were establishing an experimental junior college, I would wish to develop experimental plans and programs which are directly relevant to these characteristics (and perhaps others, such as the junior college as a commuting college) and trends of the two-year college.

These might include, for example, plans for using community personnel and facilities in tne educational program of the college, plans for developing a cohesive morale and uni of purpose within a commuting college, proposals for entirely new class schedules and college calendars adapted to the requirements of a particular community college, and programs (including course offerings, teaching procedures, and guidance) which meets the needs of the heterogeneous student population (those having backgrounds of superior as well as inferior achievement) who attend the "open door college." Experimental plans of instruct might well be devised for disadvantaged youth and for high ability-low achieving students.

C. EXPERIMENTAL COLLEGE DEVELOPMENT

In considering experimental college development, I shall first state two requirements that must be met by the experimental junior college. I shall then make a third suggestion for consideration--but not necessarily for adoption--by the experimental junior college.

1. The experimental college must have a "charter of commitments" which set limits to the scope and nature of its experimentation. Clearly an e... ...mental

junior college cannot take the entire world of educational operation as its domain It must identify areas within which it will experiment. If this is not done, experimentation is likely to be diffuse and fruitless.

Defining the purposes of a college is ordinarily the first step in formulating a charter of commitment. A college may also elect to commit itself to experiment with a particular approach to instruction (independent study or work-study, for example) or with particular instructional facilities (such as, television).

In the paragraphs which follow examples (some actual, some suggested possibil ities) of charters of commitment are given.

A. Stephens College--at that time a junior college--during my period of service there, accepted four basic principles as guidelines for its program, a pro gram which has deservedly earned Stephens a reputation as an experimental college:

1. The central aim of Stephens College is the growth and development of each student.
2. The College is committed to a program of functional general education for women.
3. Religion occupies a central position in the program.
4. The College is committed to research and experimentation in developing its program.[5]

B. Oakland Community College is comitted to the principles of a learner-centered, self-directed instructional systems approach to the curriculum and instruction. This commitment requires, (a) predetermination of the required knowledge and skills to be achieved by each student, (b) expressing these requirements in terms of measurable performance capabilities to be achieved by

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5. B. Lamar Johnson. "Operating the Structure at Stephens College." In Educational Engineering. A Report of a Conference Honoring Dr. Werrett Wallace Charters on the Occasion of His Retirement as Director of Research at Stephens College, Columbia, Missouri: Stephens College, 1949. Mimeographed, p. 67.

learners, c) planning learning experiences in sequential steps, d) pacing of instruction by the learner at a rate appropriate to his abilities, and e) evaluating student achievement of instructional objectives--that is, on the basis of the predetermined knowledges and skills.

C. In December, 1965, a conference on "the library college" was held at Jamestown College, North Dakota. The purpose of this conference of some 20 administrators, professors and librarians was to discuss the rationale and possible feasibility of a truly library-centered college. Possibly one or more experimental library-centered colleges will be established. The "Library College Charter"--from which I quote below--which was formulated at Jamestown, conceivably could serve as a charter of commitment for an experimental college.

"The purpose of the Library College is to increase the effectiveness of student learning, particularly through (though not limited to) the use of library-centered, independent study with a bibliographically expert faculty. This charter assumes that the 'Library College concept' can and should be adapted to colleges with varying objectives and philosophies. The curriculum of a particular Library College must emerge from its objectives and philosophy...Library-Centered, independent study with a bibliographically expert faculty requires:

"A. Library materials: As conceived in this statement, library materials represent varying points of view and typically include the following organized for independent use:

1. Reference sources representing knowledge in all pertinent fields.
2. The Good Books (basic editions of the great monuments of human thought--the time-tested classics).
3. Representation of the better current literature in all pertinent fields, including hard covers, paper-backs, serials, etc.

4. Graphics (maps, globes, charts, pictures, dioramas, realia, etc.).
5. Projections (transparencies, slides, film strips, microfilms).
6. Transmissions (disc, tape, radio, TV).
7. Resources (human, social, natural).
8. Mechanical, automated, electronic, computer, programmed and other new educational media.

"B. Independent study: with faculty assistance it will typically include:

1. Definition of goal or problem.
2. Selection of methods of study or investigation.
3. Conduct of study or investigation
4. Report of findings.
5. Evaluation of findings."[6]

D. An invitational conference on experimental colleges was held in April 1964, at Wakulla Springs, Florida. In presenting the critique of the conference, I noted fifteen trends in the colleges represented. From these fifteen I choose seven, some or all of which might be used in formulating a charter of commitment at an experimental junior college. An experimental college should:

1. Have a small enrollment or be divided into manageably small units.
2. Emphasize independent study, both as a means of learning and as a goal of education.
3. Have a truly student-centered educational program.

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6. Louis Sheres, Robert Jordan, John Harvey, editors. The Library-College, (Philadelphia) Drexel Press, 1966. p. 195-6.

4. Give the library a role of special importance in the educational program.

5. Select faculty members with particular care. Flexibility of outlook and commitment to the program of the college were the requirements most emphasized during the Wakulla Springs colloquium.

6. Stress the importance of evaluation in appraising both the achievement of individual students and the effectiveness of the educational program--in whole or in part.

7. Be in a constant state of flux and change. The commitment to students makes flexibility necessary, for students change. Also, experimental colleges modify their programs as they evaluate what they are doing--on the basis of their purposes. Again, change is inevitable.[7]

E. On March 9, 1966, the Los Angeles Association of Junior College Administrators adopted the following resolution--which might well serve as the basis for a charter of commitment by an experimental junior college:

An experimental junior college should be established in the district to explore and try out developments and practices for the improvement of instruction and more effective utilization of resources in such areas as: study hall centers, forum-type rooms, closed circuit television, programs for gifted students, programs for disadvantaged youth, programs for potential dropouts. The experimental college should become a major resource agency for encouraging experimentation in other district colleges.

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7. Adopted from B. Lamar Johnson. "Behold You Have Created a New Thing: Summary and Critique." In W. Hugh Stickler, editor. Experimental Colleges, Their Role in American Higher Education. Tallahassee: Florida State University, 1964. p. 173-185.

It will be noted that this statement proposes a college that would be a center of experimentation (including evaluation) on varied aspects of instruction and program development--all, however, consistent with the role and characteristics of the two year college.

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Some examples of the charters of commitment which I have reported could be adapted to experimental junior colleges; others would perhaps be appropriate for senior institutions only. Each does, however, serve as an example of a charter of commitment that can identify guidelines and boundaries for experimentation by an experimental college.

I now turn to a second essential characteristic of an experimental college.

2. The experimental college must be committed to research and evaluation.

At the Wakulla Springs Conference on experimental colleges emphasis was given to evaluation. Yet, at times the expression of piety about "experimentation" and "evaluation" seems to have been mere lip service.

> The experimental college stresses the importance of evaluation in appraising both the achievement of individual students and the effectiveness of the education program--in whole or in part. Noted during the conference has been, for example, the work of the professional assessor at New College. Also notable are the responsibilities of the Director of Program Development and Research at Antioch College and the Director of Institutional Research at Michigan State University. Despite the emphasis on evaluation in experimental colleges, we have, during the past three days, heard some evidence of an almost evangelistic commitment to and enthusiasm for programs--apparently untempered by judicial appraisal.[8]

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8. B. Lamar Johnson in Stickler, op. cit., p. 177.

Sanford expresses the importance of evaluation clearly and succinctly. "When we say 'experimental,' we mean experimental in the scientific sense of the word. We do not mean merely trying something new....."[9]

He further comments on plans for evaluation of the particular experimental college which he proposes:

> The effectiveness of the proposed college would be compared with the effectiveness of liberal arts programs already existing in the University. Comparisons would be in terms of performance of students admitted to graduate school, performance in graduate school, and even performance in life after four years of college. In addition, there would be comparisons in terms of tests developed at the University of California and at Vassar for measuring certain features of personal maturity.[10]

3. A third proposal--but in no sense a mandate--emerges from the experiences of and literature on the experimental college: create a manageably small experimental college within a large institution.

Christian Bay urges the creation of small experimental colleges within larger institutions. In explaining his views, he writes, ".....given substantially the present political and economic system, what can be done most effectively to improve the American college? The principal answer is, I believe, in the small experimental college within the larger college.....Ideas must become truly important to a few professors and students before they can excite most members of a college community; and a good beginning is made if we, by way of organizational experimentation, can learn how to create small groups within the college in which various exchange of intellectual stimuli is pursued."[11]

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9. Sanford, op. cit., p. 153.
10. Ibid, p. 154.
11. Christian Bay. "A Social Theory of Intellectual Development." In Matthew B. Miles, editor. Innovation in Education. New York: Bureau of Publications, Teachers College, Columbia University, 1964. p. 999.

Nevitt Sanford proposes an experimental college of the type to which Bay referred, "It is proposed that the University establish, within its own body, a two-year experimental liberal arts program.....The experimental college would accommodate approximately 150 students and would be housed in one of the university's dormitory units. As many as possible of the activities of the college would be carried on in that building."[12]

Representative of small units within large universities (though each has a larger enrollment than Sanford's proposed 150 students) are Monteith College of Wayne State University and New College of Hofstra University. Like most public junior colleges, each of these experimental colleges is a commuting college.

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If I were establishing an experimental junior college, I would clearly--as I have suggested above--feel impelled to draw upon the experiences and findings of experimental colleges.

D. THEORY OF ADMINISTRATION

If I were establishing an experimental junior college, I would be guided by the theory of administration. It is not my purpose here to present a summary compilation of administrative concepts and principles. To do this would require a book, a monograph or--at the very minimum--a lengthy paper devoted exclusively to the formulation and discussion of principles of administration. I do, however, wish to refer to an aspect of administration with which I would be deeply concerned if I were starting an experimental college: leadership.

Sound theories of administration and the findings of research unite in suggesting that it is essential to involve those affected by change in the planning of change. Those who participate in making decisions which affect them are likely to behave in ways which support the changes.

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12. Nevitt Sanford, "Theories of Higher Education and the Experimental College." In M. Seymour E. Harris, editor. Higher Education in the United States, the Economic Problems. Cambridge, Massachusetts: Harvard University Press, 1960. p. 153-154.

Miles suggests that "the state of health of an educational organization can tell us more than anything else about the probable success of any particular change effort."[13]

Tannenbaum, Weschler, and Massarik have both organizational health and planned change in mind as they suggest these goals for the strategy of the administrator who is choosing a pattern of leadership:

"1. To raise the level of employee motivation.

2. To increase the readiness of subordinates to accept change.

3. To improve the quality of all managerial decisions.

4. To develop teamwork and morale.

5. To further the individual development of employees."[14]

"Most research and much of the experience of recent years," the authors continue, "give a strong factual basis to the theory that a fairly high degree of subordinate-centered behavior is associated with the accomplishment of the five purposes mentioned."[15]

To illustrate varying approaches to what we might designate "participatory leadership," I shall refer briefly to plans used at three colleges represented at this seminar.

In the 1966 summer semester (April to August) fourteen faculty members at Delta College were employed full-time to study innovative developments in higher education, and particularly in junior colleges. Representative members of the study team visited more than fifty centers of innovation in all sections of the country. On the basis of their observations, reading and discussions, the team in the fall of 1966 presented to the faculty of the college a series of recommendations for program development at Delta College.

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13. Matthew B. Miles. "Planned Change and Organizational Health: Figure and Ground." In Richard O. Carlson and others. Change Processes in the Public Schools. Eugene, Oregon: Center for the Advanced Study of Educational Administration, University of Oregon, 1965. p. 13.
14. Robert Tannenbaum, Irving R. Weschler, Fred Massarik: Leadership and Organization: A Behavioral Science Approach. New York: McGraw-Hill Book Co., 1961. p. 78.
15. Ibid.

With aspirations to become an experimental college Golden West College opened in September 1966. Plans for experimental developments at the college had been launched in the Fall of 1965 by administrators, including division chairmen. Cooperative work on planning continued during the summer of 1966 and throughout the present college year--with wide staff participation, with the use of consultants and with the making of observational trips to varied experimental centers.

A quite different approach to program planning was used at Oakland Community College where a small corps of administrators, in the winter and spring of 1965, planned the basic features of the educational program, before the teaching staff was employed. The systems approach to instruction--planned for use at Oakland--was described to candidates for teaching positions. Only those who expressed an interest in participating in such a plan of instruction were appointed to the staff. During the summer of 1965, some eighty faculty members were employed for two months to work on developing instructional materials and plans for instruction--all, however, within the framework of college-wide plans and commitments earlier made by college administrators.

In discussing the introduction of the systems approach at Oakland, President Tirrell makes these observations:

"On the basis of our experiences at Oakland.....I have a few suggestions for any college which may be considering the use of a systems approach.

1. It is essential that the Board of Trustees be committed to the use of systems--whether it be on a limited or college-wide scale.
2. The administrative leadership of the college must understand and be committed to the systems approach.
3. At lease in initial stages of development a small group must exercise tight controls over the system to avoid 'bending' the system.

4. A workshop--several weeks in duration--during which faculty members devote full time to study and planning is essential...
5. Careful coordination of staff efforts is essential, at least during the first year. This involves considerable in-service training.
6. Careful control (including approval) of terminal performance specifications, interim performance specifications, learning situations, and media selection by one person or by a small group is important.

"It will be noted that I have emphasized control and coordination. This emphasis is clearly needed--at least, in the initial stages of operation--if the fundamental integrity of the systems approach is to be preserved. During the initial period of 'heavy control,' a struggle is likely to occur between those who see a need for centralized authority and decisions and those who feel a need for autonomy--between particular units of the college as well as between staff members individually. The goal must be to achieve coordinated control and concurrently to encourage individual creativity."[16]

At each of the colleges to which I have referred, the staff participates in educational planning. At Delta, an established college, a team of faculty membe spent a semester working on plans for change. At Golden West, faculty members worked on program planning--division chairmen for a period of almost a year befo classes opened; some faculty members during the summer preceding the opening of classes; and the total faculty during the initial year of operation. At Oakland where basic planning was done by a small group of administrators, members of the

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16. John E. Tirrell. "Some Reflections on 150 Man-Years Using the Systems Approc in an Open Door College." In B. Lamar Johnson, editor. Systems Approaches t Curriculum and Instruction in the Open Door College. Occassional Report No. from the UCLA Junior College Leadership Program. Los Angeles: School of Edu cation, University of California, Los Angeles, 1967. p. 61.

instructional staff did, however, make plans for teaching and developed instructional materials during a two-month summer workshop which preceded the opening of classes. Mention should also be made that feedback is an essential element in the systems plan used at Oakland. Accordingly, staff participation in change and modification increasingly occurs during the years which follow the launching of the program.

Participatory leadership may also involve students and citizens of the community. The voices of students are increasingly heard in councils responsible for both policy and practice. Antioch College, as an experimental college, has long involved students, along with faculty members, in the planning and operation of the college community. More recently, students themselves have established experimental colleges--as at San Francisco State College[17]--where faculty participation is minimal.

The fact that a junior college is a two-year, rather than a four-year, institution restricts the continuity of student participation in college affairs. If I were establishing an experimental junior college, I would nevertheless include students in the participatory educational leadership of the college.

The involvement of citizens in the planning and operation of college affairs is centrally important in the community junior college, an institution the offerings of which are designed to meet the needs of its particular community. Lay citizens should clearly be included in any plan of participatory leadership for a community. I should provide for such participation, if I were establishing an experimental junior college.

E. THEORY OF CURRICULUM DEVELOPMENT

In the January 1967 issue of Phi Delta Kappa, H. A. Bern has an article with the arresting title, "Wanted: Educational Engineers." Bern is writing about

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17. James W. Brann. "San Francisco Students Run Own 'College.'" The Chronicle of Higher Education. Volume I, Number 3, December 21, 1966. p. 1, 4-5.

today, 1967. He does, however, quote the late W. W. Charters[18]--who perhaps first used the term "educational engineering"--and suggests the likelihood that "thought of educational engineering arose in the 1920's when Dewey, Thorndike, and Judd were discussing the validity of a science of education."[19]

If I were starting an experimental junior college, I would, in curriculum development, take these four steps which Charters outlined as the process of educational engineering:

1. Define the objectives.
2. Build a structure to achieve the objectives.
3. Operate the structure.
4. Evaluate the operation--as a basis for continual improvement.[20]

I recognize that each of these steps may not be as separate and discrete as a listing may imply. Two or three steps may be worked on concurrently. Even the order may, upon occasion, be scrambled a bit. Nevertheless, each of these steps should be taken in any educational undertaking--particularly in an experimental junior college.

1. Definition of purposes. I would first define the purposes of the college. The goals of an experimental junior college are to a major degree defined by the commonly accepted role and functions of the community junior college. Recognition must, of course, be given to the community in which a college is located and, of course, to the educational philosophy of a particular college. In a sense, the "charter of commitment" to which I have referred earlier may well include a statement of purposes.[21]

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18. W.W. Charters. "Is There a Field of Educational Engineering?" Educational Research Bulletin, XXIV (February, 1945). p. 29-37, 56.
19. H.A. Bern. "Wanted: Educational Engineers." Phi Delta Kappa, XLVIII; 230-236 January, 1967. p. 230.
20. Adopted from statements by the late W.W. Charters. See also Educational Engineering, a Conference Honoring Dr. Werrett Wallace Charters on the Occasion of His Retirement as Director of Research at Stephens College. (Columbia, Missouri): Stephens College, 1949. Mimeographed.
21. See p. 7-12.

At Stephens College in 1921, Charters made a study of the activities of women (all of them college graduates) which was used as a basis for defining the goals of the general education program at the college. The following areas of activity common to all women were used in defining purposes: Communication, Appreciation of the Beautiful, Citizenship and Social Adjustment, Mental Health, Physical Health, Consumer problems, Philosophy of Life.

In discussing the definition of instructional objectives, Cohen makes a distinction between goals or purposes and objectives. He suggests that goals are broad in nature and scope--as, for example, competence in the areas identified by Charters at Stephens College. On the other hand, an objective "is a specific observable student action or product of student action. To satisfy our definition, it must first specify something the student is to do; second, state the circumstances under which he will do it; and third, note the degree of accuracy with which he will perform the action."[22]

The definition of objectives with the specificity suggested by Cohen is an important part of the process of building a curriculum, a process to which I would be committed in starting an experimental junior college.[23]

2. Building the structure. Having defined its purposes and objectives, the experimental college must build its curriculum--the structure designed to achieve its purposes.

At Stephens College this was, in part, done by developing a course in each of the seven areas of women's activities to which I have referred. At Oakland Community College, the translation of purposes into specific objectives and into plans for teaching (curricula and courses) was launched during the two-month faculty workshop which preceded the opening of classes.

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22. Arthur M. Cohen. "Defining Instructional Objectives." In B. Lamar Johnson, editor, op. cit., p. 27.
23. See also Robert F. Mager. Preparing Instructional Objectives. Palo Alto: Fearon Publishers, 1962.

In building the structure the experimental junior college may advisedly consider the possibility of using innovative plans designed to increase the effectiveness of teaching. Among proposals which might be considered are the use of varied technological aids to learning (for example, computers, television, video tape recorders, telephones with attached amplification units and auxiliary microphones), programmed learning, team teaching, independent study, work-study, and library-centered instruction.

Of basically central importance is the building of a curriculum--including content and plans for teaching--which is completely consistent with the purposes and the objectives of the institution.

3. Operating the structure. This involves "getting the show on the road," putting the curriculum in action. I do not propose to discuss this phase of educational engineering in any detail. I do, however, have three suggestions which I would wish to follow in establishing an experimental college.

a. Establish an office of institutional research. Institutional research is important in any college; it is centrally important to any college which aspires to be experimental. I would, however, establish a particular type of service--a decentralized office of institutional research. What I have in mind is a service which encourages and helps all members of the faculty to apply the techniques of educational engineering to their particular problems. Under this plan, institutional research becomes, in fact, a college-wide activity under, of course, competent coordinating leadership.

b. Provide time and opportunity for the faculty to work together on program planning and development. The two-month faculty workshop at Oakland Community College paid big dividends when classes opened. The Delta College plan of employing a study team of faculty members to work on innovative plans and developments appears to

offer opportunity for notable advances at Delta. The annual all-faculty conferences at Stephens College--for from one to two weeks--plus summer workshops for varied groups have been centrally important in operating the program at Stephens. In addition, individual faculty members may desirably be given released time for work on particular plans or developments.

c. Secure off-campus consulting assistance preferably with a continuity of tenure by an individual or agency. The service of W.W. Charters as Director of Education Research at Stephens College was featured by long tenure (almost thirty years) and by the fact that Dr. Charters for most of this time was not in residence at the college. He came to campus four or five times a year--usually for a week or so. Having him come from "the outside" provided a stimulus for those of us on the faculty. His coming also provided due dates for those on the staff who were working on problems.

Oakland Community College has used varied consultants. In particular, however, during the period of getting started, the College used the services of Litton Instructional Materials for consulting and operational assistance.

d. Appoint a vice president in charge of heresy. On other occasions I have made this suggestion which was advanced in a somewhat different context in a lecture by Philip H. Coombs at UCLA in 1960.[24] This proposal would provide a staff member--with no administrative responsibility--whose duty it would be to keep abreast of national developments and to initiate plans for ex-

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24. Philip H. Coombs. The Technical Frontiers of Education. The Twenty-Seventh Sir John Adams Lecture at the University of California, Los Angeles, March 1[illegible] 1960. Los Angeles: School of Education, University of California 1960. p. 14.

ploiting them at his own institution, as well as to develop completely new plans for local use. Our vice president would be a "dreamer." He would attend conferences and assemble "far out" proposals. He would needle his staff colleagues and, in turn, be needled by them. He would study the findings of research and analyze their implications for his college. He would initiate, conduct, and aid in research. He would, in short, be a harbinger and instigator of change, experimentation, and research. Experimental junior colleges need vice presidents in charge of heresy.

4. Evaluating the operation. By definition, an experimental junior college is committed to evaluation. This must be done on the basis of institutional purposes--and on the basis of specific objectives. An office of institutional research can provide leadership in college-wide evaluation and can also (if decentralized, as recommended in this paper) aid faculty members in applying the evaluative techniques of educational engineering to segments of the program for which they are, respectively, responsible.

Earlier in this paper, I have referred to the importance of research and evaluation and have noted varied organizational plans for providing such services

Just as evaluation is, by definition, essential to the experimental college, so also is evaluation an essential step in educational engineering and in curriculum development.

F. CONCLUSION

If an experimental junior college is to be launched effectively, it must be founded on the basis of guidelines from junior college development, from experimental junior college development, from the theory of administration, and from the theory of curriculum development.

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25. See p. 12-13.

As I conclude, I find myself concerned about one aspect of the "establishment process." My concern also carries over to a worry which I have for this seminar. My concern and worry are, in brief, that there is a danger that in starting experimental two-year colleges and also in conducting this seminar, we may overemphasize the academic purposes--the transfer function, if you will--of the junic college and minimize the vocational goals of the two-year college. I have this fear because historically experimental colleges have been concerned with liberal and general education. In addition, most of us at this seminar have academic backgrounds.

In presenting a critique at the Wakulla Spring Colloquium on Experimental Colleges, I pointed to "technology and preparation for earning a livelihood" as a reality which was neglected at that conference:

> "We are living in an age of science and technology and in a society in which man is called upon to earn a livelihood. In our deliberations, we have given minimal consideration to technology in the curriculum and to the reality of student motivations to prepare themselves for development."[26]

It is my hope that no such statement as this can, on February 26th, be made about the deliberations of this seminar.

If in establishing experimental junior colleges and if in our discussions at this seminar, we neglect or minimize the role and importance of vocational education, we are failing to draw upon guidelines from junior college development.

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26. B. Lamar Johnson in Stickler, editor. Op. cit., p. 180.